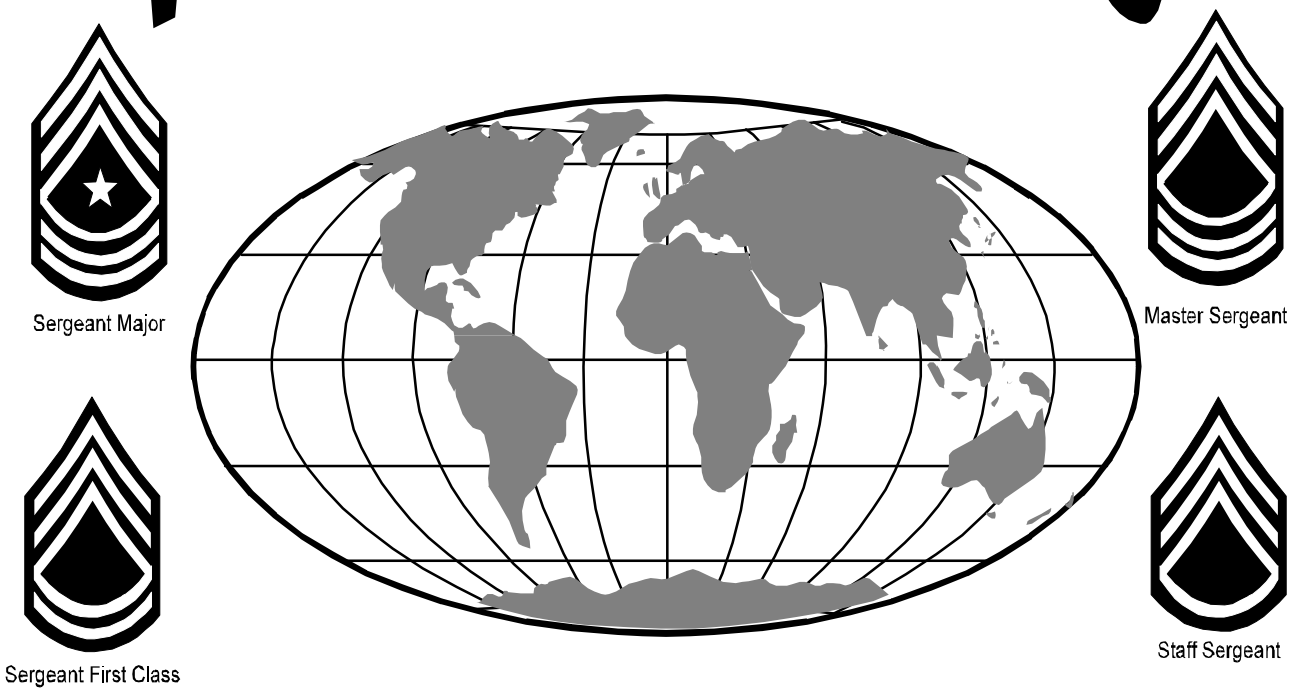
U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC)

W112 **JUN 99**

COMMAND AND CONTROL PROCESS

PRERESIDENT TRAINING SUPPORT PACKAGE

WAR FIGHTERS



OF THE 21ST CENTURY

PRERESIDENT TRAINING SUPPORT PACKAGE

TSP Number/ Title
W112
Command and Control Process

Effective Date
JUN 99

Supersedes TSPs
This TSP supersedes W112, Command and Staff Process, July 1998 and Preresident Training Support Package W112, July 1998.

TSP User
The following Course use this TSP: Battle Staff NCO Course.

Proponent
The proponent for this TSP is The U.S. Army Sergeants Major Academy.

Comments and Recommen-dations
Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

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Foreign Disclosure Restrictions
The material contained in this course have been reviewed by the course developers in coordination with the USASMA foreign disclosure authority. This course is releasable to students from all requesting foreign countries without restrictions.

This TSP contains
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Gender Disclaimer

Unless otherwise stated, the masculine of singular pronouns refers to both men and women**.**

SECTION I ADMINISTRATIVE DATA

Task(s) Trained

This lesson trains the task(s) listed in the following table:

Task Number:	71-3-3001 and 71-3-3001/3
Task Title:	Develop the Operations Estimate.
Conditions:	While serving as a Battle Staff NCO in a Battalion/Brigade Tactical Operations Center.
Standard:	Prepared and briefed in accordance with FM 101-5.

Task(s) Reinforced

This lesson reinforced the task(s) listed in the following table:

Task Number	Task Title
17-2-0302	Perform a tactical road march.
7-1-3505	Move a command post.
7-1-3401	Maintain communications.
7-1-3901/4A	Participate in developing courses of action.
7-1-3901/4C	Participate in the selection of courses of action.
7-1-3902/9B	Coordinate preparation activities.
71-3-3002/3	Incorporate all appropriate annexes and overlays in the order.
71-3-3004	Synchronize tactical air (TACAIR) support in tactical operations.
71-3-3016/2	Make appropriate recommendations.

Prerequisite Lessons

None

Clearance and Access

There is no security clearance or access requirement for this lesson.

Copyright Statement

No copyrighted material reproduced for use in this lesson.

References

The following table lists the reference(s) for this lesson:

Number	Title	Date	Para No.	Additional Information
FM 101-5	Staff Organization and Operations	May 1997	N/A	N/A

Equipment Required

None

Material Required

None

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

None

Lesson Approval The following individuals have reviewed and approved this lesson for publication and incorporation into the Battle Staff NCO Course.

Name/Signature	Rank	Title	Date Signed
Roy R. Sanchez	GS-9	Training Specialist, BSNCOC	20 October 1999
William D. Adams	SGM	Chief Instructor, BSNCOC	20 October 1999
Alan R. Tucker	SGM	Course Chief, BSNCOC	20 October 1999

SECTION II INTRODUCTION

Terminal Learning Objective

At the completion of this lesson, you will ---

Action:	Prepare a staff estimate for a tank or mechanized infantry battalion/brigade.
Condition:	While serving as a member of a unit staff under simulated operational conditions in a classroom.
Standard:	In accordance with the material provided in this lesson and FM 101-5.

Evaluation

The student will receive an evaluation on the material presented in this lesson during the resident phase.

Instructional Lead-in

This lesson provides fundamental information on the military decision-making process, as well as the fundamentals of analyzing tactical mission statements, and the procedures involved in preparing logical recommendations based on a commander's guidance.

SECTION III PRESENTATION

ELO 1

Action:	Identify the seven-steps of the military decision-making process.
Conditions:	In a self-study environment using the materials provided in this lesson.
Standard:	In accordance with this lesson and/or FM 101-5.

Learning Step/ Activity (LS/A 1), ELO 1, Military Decision-Making Process

Military decision making is both an art and a science of warfare. When we talk about the art and science of warfare, we refer to the many aspects of military operations. The impact of leadership, complexity of operations, and uncertainty regarding enemy intentions, belong to the ***art*** of warfare, while movement rates, fuel consumption, weapons effects are quantifiable and therefore, part of the ***science*** of warfare.

LS/A 1, ELO 1, Military Decision-Making Process, Continued

The military decision-making process (MDMP) is a single, established, and proven analytical process. The commander and his staff continually face situations that involve uncertainties, questionable or incomplete data, and several possible alternatives. They must not only decide what to do, but they must also recognize when a decision is necessary. A systematic approach to decision making or to put in another way, problem solving, assists in applying thoroughness, clarity, sound judgement, logic, and professional knowledge to reach a decision.

The MDMP relies on doctrine, especially the terms and symbols (graphics) found in FM 101-5-1. The use of approved terms and symbols facilitates the rapid and consistent assessment of the situation and creations and implementation of plans and orders by minimizing confusions over the meaning of terms and symbols used in the process.

The ***advantages*** of using the complete MDMP instead of abbreviating the process are that—

- It analyzes and compares multiple friendly and enemy COAs in an attempt to identify the best possible friendly COA.

- It produces the greatest integration, coordination, and synchronization for an operation and minimizes the risk of overlooking a critical aspect of the operation.

- It results in a detailed operation order or operation plan.

The ***disadvantage*** of using the MDMP is that it is a time-consuming process.

Seven Steps of the MDMP

The military decision-making process has seven steps:

(1) Receipt of Mission.
(2) Mission Analysis.
(3) Course of Action Development.
(4) Course of Action Analysis.
(5) Course of Action Comparison.
(6) Course of Action Approval.
(7) Orders Production.

Each step of the process begins with certain input that builds upon the previous steps. Each step, in turn, has its own output that drives subsequent steps.

LS/A 1, ELO 1, Seven Steps of the MDMP, continued

Errors committed early in the process will impact on later steps. Let's now identify the seven-steps of the military decision-making process.

Step 1

Receipt of Mission. The mission comes from either an order issued by higher headquarters, or derive from an ongoing operation. As soon as a new mission is received, the unit's operations section issues a warning order to the staff alerting them of the pending planning process. The staff prepares for the mission analysis immediately on receipt of a warning order by gathering the tools needed to do mission analysis. At the same time the commander and the staff must do a quick initial assessment. After the initial assessment, the commander then issues his initial guidance (not to be confused with commander's guidance, step 15, mission analysis). The last step in the mission receipt phase is to issue a warning order to subordinate and supporting units.

Step 2

Mission Analysis. Mission analysis is crucial to the MDMP. It allows the commander to begin his battlefield visualization. The result of mission analysis is defining the tactical problem and beginning the process of determining feasible solutions. It consists of 17 steps, not necessarily sequential, and results in the staff formally briefing the commander.

Step 1. Analyze the higher headquarters' order.
Step 2. Conduct initial intelligence preparation of the battlefield (IPB).
Step 3. Determine specified, implied, and essential tasks.
Step 4. Review available assets.
Step 5. Determine constraints.
Step 6. Identify critical facts and assumptions.
Step 7. Conduct risk assessments.
Step 8. Determine initial commander's critical information requirements (CCIR).
Step 9. Determine the initial reconnaissance annex.
Step 10. Plan use of available time.
Step 11. Write the restated mission.
Step 12. Conduct a mission analysis briefing.
Step 13. Approve the restated mission.
Step 14. Develop the initial commander's intent.
Step 15. Issue the commander's guidance.
Step 16. Issue a warning order.
Step 17. Review facts and assumptions.

Anticipation, prior preparation, and a trained staff are the keys to a timely mission analysis.

LS/A 1, ELO 1, Seven Steps of the MDMP, continued

Course of Action Development. After receiving guidance, the staff develops COAs for analysis and comparison. The commander must involve the entire staff in their development. Each Course of Action considered must meet the criteria of the following:

Step 3

- **Suitability.**
- **Feasibility.**
- **Acceptability.**
- **Distinguishability.**
- **Completeness.**

A good COA positions the force for future operations and provides flexibility to meet unforeseen events during execution. It also provides the maximum latitude for initiative by subordinates. Along with the criteria mentioned above, there are six guidelines and steps to help develop COAs.

1. Analyze relative combat power.
2. Generate options.
3. Array initial forces.
4. Develop the scheme of maneuver.
5. Assign headquarters.
6. Prepare COA statements and sketches.

During COA development, the commander and staff continue the risk management process, focusing on steps 1 through 3 above.

Step 4

Course of Action Analysis (War Game). The COA analysis identifies which COA accomplishes the mission with minimum casualties while best positioning the force to retain the initiative for future operations.
You conduct course of action analysis by using war-gaming. War-gaming is a disciplined process, with rules and steps, that attempts to visualize the flow of a battle. The staff follows eight steps during the war-gaming process:

1. Gather the tools.
2. List all friendly forces.
3. List assumptions.
4. List known critical events and decision points.
5. Determine evaluation criteria.
6. Select the war-game method.
7. Select a method to record and display results.
8. War-game the battle and assess the results.

LS/A 1, ELO 1, Step 4, continued	During war-gaming, the staff takes a COA and begins to develop a detailed plan, while determining the strengths or weaknesses of each COA.
Step 5	**Course of Action Comparison.** The COA comparison starts with each staff officer analyzing and evaluating the advantages and disadvantages of each COA from his perspective. Each staff member presents his findings for the others' consideration. Using the evaluation criteria developed earlier, the staff then outlines each COA, highlighting its advantages and disadvantages. Comparing the strengths and weaknesses of the COAs identifies their advantages and disadvantages with respect to each other. The staff compares feasible courses of action to identify the one that has the highest probability of success against the most likely enemy COA and the most dangerous enemy COA.
Step 6	**Course of Action Approval.** After the decision briefing, the commander decides on the COA he believes to be the most advantageous. If he rejects all developed COAs, the staff will have to start the process all over again. If the commander modifies a proposed COA or gives the staff an entirely different one, the staff must war-game the revised or new one to derive the products that results from the war-game process. Once the commander selects a COA, he may refine his intent statement and CCIR to support the selected COA. He then issues any additional guidance on priorities for CS and CSS activities, orders preparation, rehearsal, and preparation for mission execution. Based on the commander's decision, the staff immediately issues a warning order with essential information so that subordinate units can refine their plans.
Step 7	**Orders Production.** Based on the commander's decision and final guidance, the staff refines the COA and completes the plan and prepares to issue the order. The staff prepares the order or plan to implement the selected COA by turning it into a clear, concise concept of operations, a scheme of maneuver, and the required fire support. The commander can use the COA statement as his concept of operations statement. The concept of operations is the commander's clear, concise statement of where, when, and how he intent's to concentrate combat power to accomplish the mission in accordance with his higher commander's intent. Finally, the commander reviews and approves orders before the staff reproduces and briefs them. The commander and staff should conduct confirmation briefings with subordinates immediately following order issue to ensure subordinates understand the commander's intent and concept.
LS/A 1, ELO 1, Lesson Exercise 1	Click here to go to Lesson Exercise 1.

ELO 2

Action:	Analyze a tactical mission statement.
Conditions:	In a self-study environment using the material provided in this lesson.
Standard:	In accordance with this lesson and/or FM 101-5.

Learning Step/ Activity (LS/A 1), ELO 2, Analyze a Tactical Mission statement

Prior to the mission analysis briefing, staff officers must know the status of subordinate units, limitations and capabilities of weapon systems, area of operations, area of interest, enemy situation and capabilities, and time available. They must understand the mission and intent of higher headquarters. The mission analysis is the means through which the commander begins to gain a better understanding of his battlefield visualization. As you recall in ELO 1, Step 2 of the MDMP is mission analysis which consists of 17 steps. Let's look at a few of the 17 steps in analyzing a tactical mission statement.

Step 3

Determine specified, implied, and essential tasks. Specified tasks are those that specifically assigned to a unit by its higher headquarters. Paragraphs 2 and 3 of the higher headquarters' order or plan state specified tasks. Specified tasks are also found in annexes and overlays. CS and CSS units may find them in paragraphs 4 and 5 also. Implied tasks are those that must be performed to accomplish a specified task, but which are not stated in the higher headquarters' order. Implied tasks are derived from a detailed analysis of the higher headquarters' order, the enemy situation and courses of action, and the terrain. After the staff analyzes the specified and implied tasks, they give to the commander, for his approval, a list of tentative tasks that require execution in order to accomplish the mission. These tasks are the essential tasks.

Example Mission Statement

Let's look at an example of a Mission Statement and see if you can select the specified tasks:

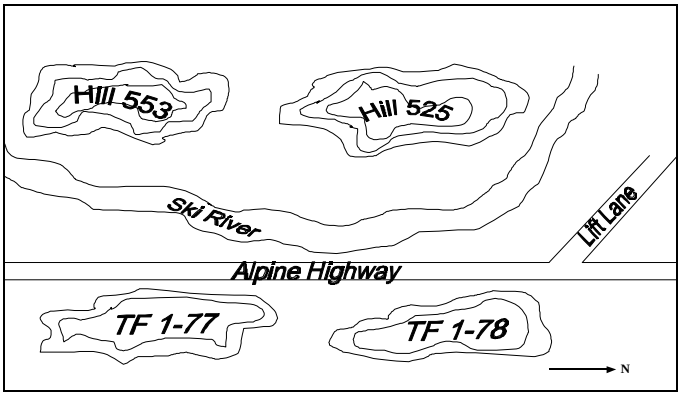
1st Brigade (BDE) attacks 140900Z July 1999 with two battalions abreast. TF 1-77 in the south, consisting of two mechanized infantry companies and two armor companies, makes the main attack to secure Hill 553 (5918). TF 1-78 in the north, consisting of two mechanized infantry companies and one armor company, makes a supporting attack to secure Hill 525 (5721). The attached cavalry platoon of the 208th Cavalry Regiment will protect the southern flank of 1st Brigade and the reconnaissance platoon of TF 1-2 will protect 1st Brigade's northern flank. TF 1-2 with two mechanized infantry companies and one armor company is the brigade reserve and follows TF 1-77 in the attack. 1st Brigade is responsible for the 52d Division southern boundary and is to be prepared to continue the attack to the northwest.

LS/A 1, ELO 2, Example Mission Statement, continued

Generally, most specified tasks in an operation order or plan answer the questions of **Who, What, Where, When**, and **Why?** Based on that information and the sample mission statement above, answer the who, what, where, when, and why.

An example of an implied task would be to secure an airfield situated with high ground dominating it on several sides. The mission statement does not specify a requirement to secure the high ground (key terrain) dominating the airfield. The implied task would be to gain control of the key terrain dominating the airfield in order to accomplish the mission.

Look at the following schematic and write down what the implied task is, based on the sample mission statement above.



Implied Task(s)?: Conduct a river crossing.

Step 5

Determine constraints. A higher commander normally places some constraints on his subordinate commanders that restricts their freedom of action. Constraints can take the form of a requirement to do something or a prohibition on action. The commander and his staff must identify and understand these constraints. Examples of constraints would be to maintain a company in reserve or not to go beyond a certain phase line before H-hour. Most constraints are normally found in the scheme of maneuver, concept of the operation, and coordinating instructions.

Step 8

Determine Initial Commander's Critical Information Requirements (CCIR). The CCIR identify information needed by the commander to support his battlefield visualization and to make critical decisions, especially to determine or validate courses of action. They help the commander filter information available to him by defining what is important to mission accomplishment. The CCIR directly affect the success or failure of the

LS/A 1, ELO 2, Step 8, Continued

mission and they are time-sensitive in that they drive decisions at decision points. The commander alone decides what information is critical, based on his experience, the mission, the higher commander's intent, and input from the staff. The CCIR are normally expressed as priority intelligence requirements (PIR),-- information about the enemy; essential elements of friendly information (EEFI),-- information needed to protect friendly forces from the enemy's information-gathering systems; and friendly forces information requirements (FFIR)—information about the capabilities of his or adjacent units.

Step 10

Plan use of available time. The most important element of all operations is time. The commander and his staff refine their initial plan for the use of available time. They compare the time needed to accomplish essential tasks to the higher headquarters' time line to ensure mission accomplishment is possible in the time allotted. They also compare the time line to the enemy time line developed during the intelligence preparation of the battlefield (IPB). From this they determine windows of opportunity for exploitation or times when the unit will be at risk from enemy activities.

These are a just a few of the 17 steps in doing a mission analysis, but are also an important part of what the staff officer must do in order to prepare for the mission analysis briefing to the commander.

LS/A 1, ELO 2, Lesson Exercise 2

Click here to go to Lesson Exercise 2.

ELO 3

Action:	Prepare a recommendation from the staff estimate.
Conditions:	In a self-study environment using the materials provided in this lesson.
Standard:	In accordance with this lesson and/or FM 101-5.

Learning Step/ Activity (LS/A 1), ELO 3

The basic tool available to you with which to make recommendations to the commander is the staff estimate of the situation. Upon receipt of a mission the staff begins the process of preparing for that mission by selecting different courses of action. The staff constructs the different courses of action by using a staff estimate format after having done a mission analysis (step 2 of MDMP). There are five basic paragraphs in the staff estimate format:

LS/A 1, ELO 3, Five Basic Paragraphs, continued

1. Mission. Restated mission resulting from the mission analysis.

2. Situation and Considerations.
   a. Characteristics of area of operation.
      (1) Weather. How will different military aspects of weather affect specific staff areas of concern and resources?
      (2) Terrain. How will aspects of the terrain affect specific areas of concern and resources?
      (3) Other pertinent facts. Analyses of political, economic, sociological, psychological, and environmental infrastructure, as they relate to the area.

   b. Enemy Forces. Enemy disposition, composition, strength, capabilities, and COAs as they affect specific staff areas of concern.

   c. Friendly Forces.
      (1) Friendly courses of action.
      (2) Current status of resources within staff area of responsibility.
      (3) Current status of other resources that affect staff area of responsibility.
      (4) Comparison of requirements versus capabilities and recommended solutions.
      (5) Key considerations (evaluation criteria) for COA supportability.

   d. Assumptions.

3. Analysis. Analyze each COA using key considerations (evaluation criteria) to determine advantages and disadvantages.

4. Comparison. Compare COAs using key considerations (evaluation criteria). Rank order COAs for each key consideration. Comparison should be visually supported by a decision matrix.

5. Recommendation and Conclusions.
   a. Recommended COA based on the comparison (most supported from specific staff perspective).
   b. Issues, deficiencies, and risks with recommendations to reduce their impact.

Types of Estimates

The estimate consists of significant facts, events, and conclusions based on analyzed data. It recommends how to best use available resources. Estimates must visualize the future and support the commander's battlefield visualization.

LS/A 1, ELO 3, Types of Estimates, continued

The commander and his staff make estimates that apply to any operational situation and at all levels of command. They use estimates to look at possible solutions to specific operational missions and requirements. These estimates can form the cornerstone for staff annexes to orders and plans. The coordinating staff and each principal staff officer develop facts, assessments, and information that relate to their functional field or operating system. Types of estimates generally include, but are not limited to:

1. **The commander's estimate**. An analysis of all factors that could affect a mission. The commander integrates his personal knowledge of the situation, his analysis of METT-T factors, the assessments of his subordinate commanders, and any relevant details he gains from his staff.
2. **Operations estimate**. Prepared by the G3/S3. Considers all elements that can influence the unit's current operations and feasible future courses of action. It results in a recommendation to the commander.
3. **Personnel estimate**. Prepared by the G1/S1. An analysis of how human resources and personnel factors impact soldier and unit effectiveness before, during, and after the mission.
4. **Intelligence estimate**. Prepared by the G2/S2 and examined by the G2/S2 and G3/S3 for the area of interest to identify intelligence-collection needs.
5. **Logistics estimate**. Prepared by the G4/S4 it provides an accurate and current assessment of the CSS situation of the organization, its subordinate units, and any attached or supporting elements. It is an analysis of how service support factors can affect mission accomplishment.
6. **Civil-military estimate**. The G5/S5 prepares the civil-military operations (CMO) estimate in relation to the situation and his functional responsibilities.
7. **Signal estimate**. The G6/S6 prepares the communication estimate in relation to the situation and his functional responsibilities.
8. **Special staff estimate**. Each special staff officer creates his own staff estimate in relation to the situation and his functional responsibilities.

Normally, commanders and staffs do not produce written estimates. Units normally do staff estimates by exception, graphically representing data and statistics on charts to assist the commander in decision making.

LS/A 1, ELO 3, Lesson Exercise 3

Click here to go to Lesson Exercise 3.

SECTION IV SUMMARY

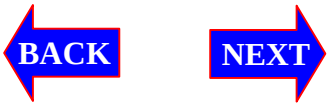
Review/ Summarize Lesson	The material provided in this lesson will help you to understand the seven-steps in the military decision-making process**,** how to analyze a tactical mission statement and how the staff makes a logical recommendation to the commander based on his guidance.
Check on Learning	The three lesson exercises that you completed during this lesson serve as the check on learning for the TLO.
Transition to Next Lesson	None

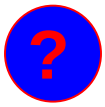
SECTION V STUDENT EVALUATION

Testing Requirements	You will receive an evaluation on this material during the resident phase and a requirement to achieve a passing score of 70% or better on the exam.

Lesson Exercise 1: Instructions

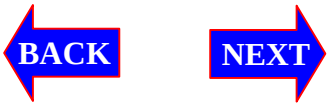
The following eight questions will test your knowledge of the materials covered in ELO 1. There is only one correct answer for each item. When you answer each question, you will be given immediate feedback. If you answer any question incorrectly, study that part of the ELO again.

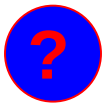




Military decision-making is?

A. An art only.
B. A science only.
C. Neither an art nor a science.
D. An art and a science.

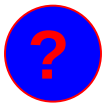




The commander and his staff use command and control to?

A. Control the enemy.
B. Make effective decisions.
C. Decide on a mission.
D. Direct military traffic.

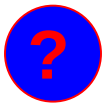
BACK NEXT



Which of the following is the first step in the military decision-making process?

A. Commander’s analysis.
B. Receipt of mission.
C. Restate the mission.
D. Orders production.

BACK NEXT



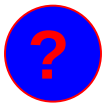
What is the disadvantage of the military decision-making process?

A. Too many steps.
B. Not enough steps.
C. Time-consuming process.
D. Involves to many staff officers.

Why is mission analysis crucial to the MDMP?

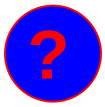
A. Allows the commander to begin his battlefield visualization.
B. Allows the commander to decide on whether or not to accept the mission.
C. Allows the commander more time to complete the mission.
D. Gives the staff more time to react to the mission.

BACK NEXT



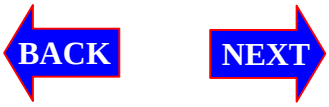
During which step of the MDMP is war-gaming conducted?

A. Course of Action Development.
B. Mission Analysis.
C. Course of Action Analysis.
D. Receipt of Mission.



During which step of the MDMP do you analyze and evaluate the advantages and disadvantages of each COA?

A. Receipt of Mission.
B. Orders Production.
C. Course of Action Approval.
D. Course of Action Comparison.



Which of the following methods is the best way to accomplish a given mission?

A. The commander’s concept.
B. The estimate of the situation.
C. The military decision-making process.
D. The commander’s planning guidance.

BACK ELO 2

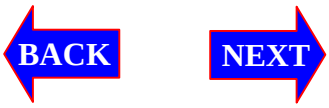
INCORRECT

The correct answer is D.

An art and a science. PTP, Page 5.

BACK NEXT

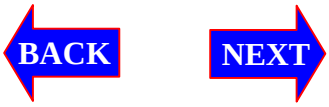
CORRECT



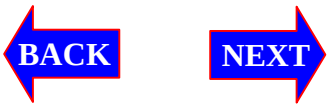
INCORRECT

The correct answer is B.

Make effective decisions. PTP, Page 6



CORRECT



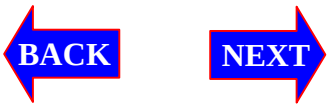
INCORRECT

The correct answer is B.

Receipt of Mission. PTP, Page 6

BACK NEXT

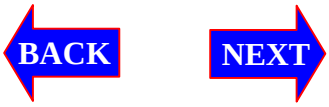
CORRECT



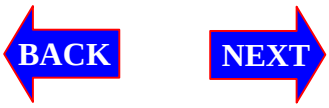
INCORRECT

The correct answer is C.

Time-consuming process. PTP, Page 6



CORRECT



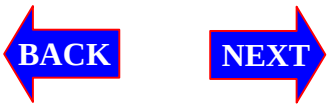
INCORRECT

The correct answer is A.

Allows the commander to begin his battlefield visualization. PTP, Page 7

BACK NEXT

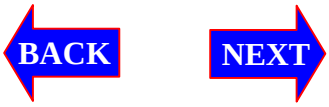
CORRECT



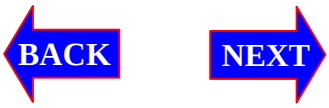
INCORRECT

The correct answer is C.

Course of Action Analysis. PTP, Page 8



CORRECT



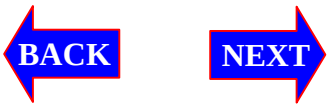
INCORRECT

The correct answer is D.

Course of Action Comparison. PTP, Page 9

BACK NEXT

CORRECT



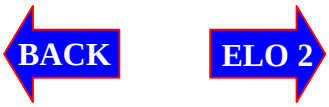
INCORRECT

The correct answer is C.

The military decision-making process. PTP, Pages 5 thru 9.

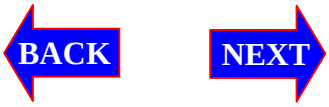
BACK ELO 2

CORRECT



Lesson Exercise 2: Instructions

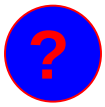
The following four questions will test your knowledge of the materials covered in ELO 2. There is only one correct answer for each item. When you answer each question, you will be given immediate feedback. If you answer any question incorrectly, study that part of the ELO again.



Which of the following is the means through which the commander begins to gain a better understanding of his battlefield visualization?

A. Estimate of the situation.
B. Mission analysis.
C. Planning guidance.
D. Restated mission.

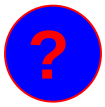
BACK NEXT



Which of the following types of tasks are those that are assigned to a unit by a higher headquarters?

A. Routine.
B. Essential.
C. Specified.
D. Implied.

BACK NEXT



Completion of the following type of tasks are important to mission accomplishment—

A. Routine.
B. Essential.
C. Specified.
D. Implied.

BACK NEXT

Where are most mission constraints normally found?

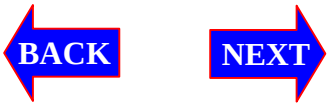
A. Service support.
B. Command and signal.
C. Material and services.
D. Coordinating instructions.

BACK ELO 3

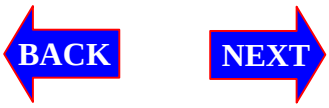
INCORRECT

The correct answer is B.

Mission Analysis. PTP, Page 10.



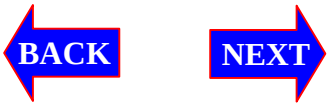
CORRECT



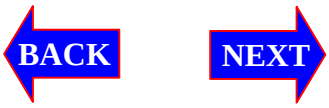
INCORRECT

The correct answer is C.

Specified. PTP, Page 10.



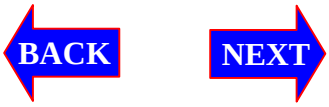
CORRECT



INCORRECT

The correct answer is B.

Essential. PTP, Page 10.



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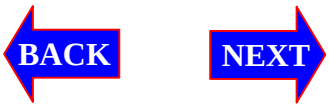


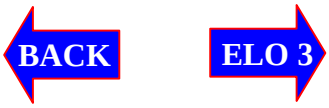
INCORRECT

The correct answer is D.

Coordinating Instructions. PTP, Page 11.

BACK ELO 3

CORRECT



Lesson Exercise 3: Instructions

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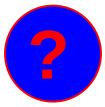
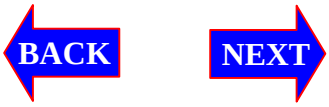
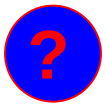
BACK NEXT



What does the staff use to construct different courses of action?

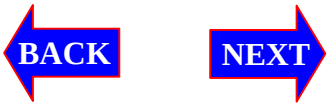
A. Orders production.
B. Write the restated mission.
C. Staff estimate format.
D. Determine constraints.





What are the five areas in the staff estimate format?

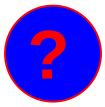
A. Mission, Annexes, Appendixes, Analysis, and Comparison.
B. Assumptions, Friendly Forces, Comparison, Weather, and Analysis.
C. Recommendations, Conclusions, Comparison, Mission, and Analysis.
D. Mission, Situation & Considerations, Analysis, Comparison, and Recommendation & Conclusions.



Which of the following correctly identifies the staff section(s) responsible for developing the intelligence estimate?

A. The G-1/S-1 section.
B. The G-3.
C. The G-3/S-3 and G-4/S-4 section.
D. The G-2.

BACK NEXT



What is the most valuable step during COA analysis and should be allocated more time?

A. List assumptions.
B. War-gaming.
C. Select the war-gaming method.
D. Gather the tools.

BACK SEC IV

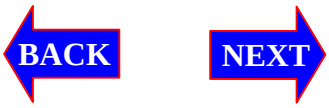
INCORRECT

The correct answer is C.

Staff Estimate Format. PTP, Page 12.

BACK NEXT

CORRECT



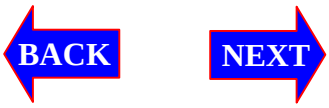
INCORRECT

The correct answer is D.

Mission, Situation & Considerations, Analysis, Comparison, and Recommendation & Conclusions. PTP, Page 13.

BACK NEXT

CORRECT



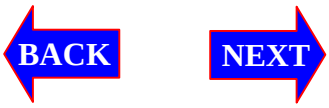
INCORRECT

The correct answer is D.

The G-2. PTP, Page 14.

BACK NEXT

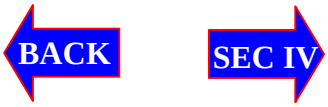
CORRECT



INCORRECT

The correct answer is B.

War-gaming. PTP, Page 14.

BACK SEC IV

CORRECT